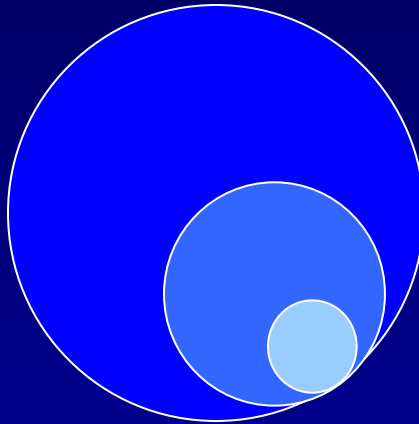


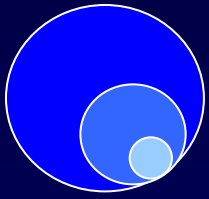
Instructional Decision Making



IHE Workshop

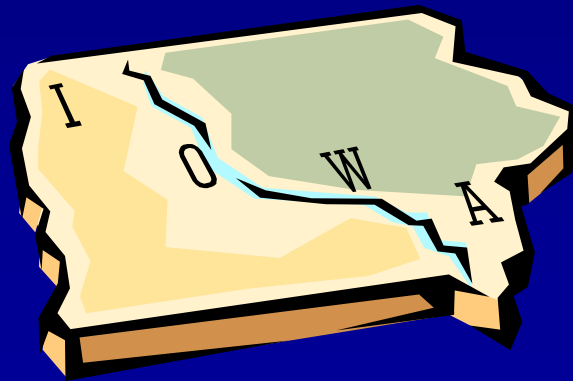
Jan. 10, 2008





Agenda

- What is IDM?
- Where is it headed in Iowa?
- Q & A



What is IDM?



IDM in a nutshell...

The Instructional Decision Making (IDM) process focuses on instruction by using data regarding students' responses to instruction to guide future educational decisions.

ALL students!

So what is it?

Initiative

Process

Program

Model



Where did this come from?

Research in...

Reading



Behavior



Three-Tiered Intervention Model

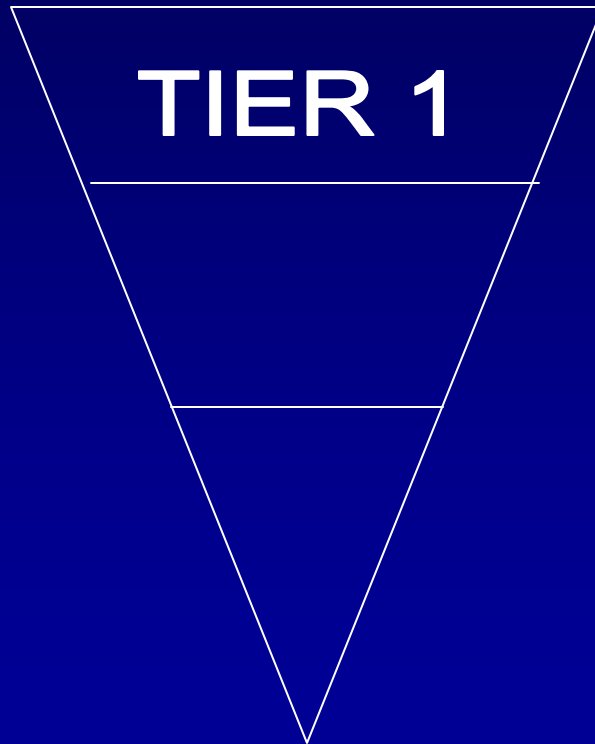
Sharon Vaughn

Joe Torgeson

Ed Kame'enui



TIER I: Core

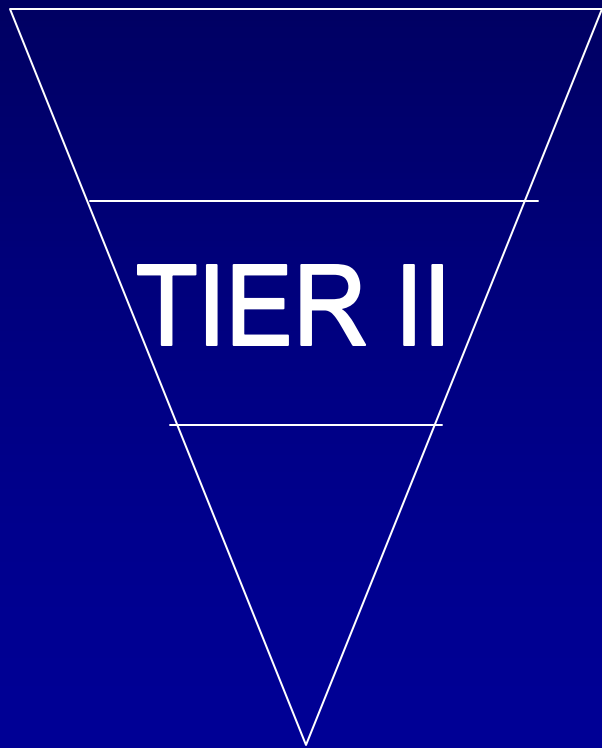


TIER 1 is comprised of three elements:

- Core (reading) program
- Benchmark testing of students to determine instructional needs at least three times a year
- Ongoing professional development



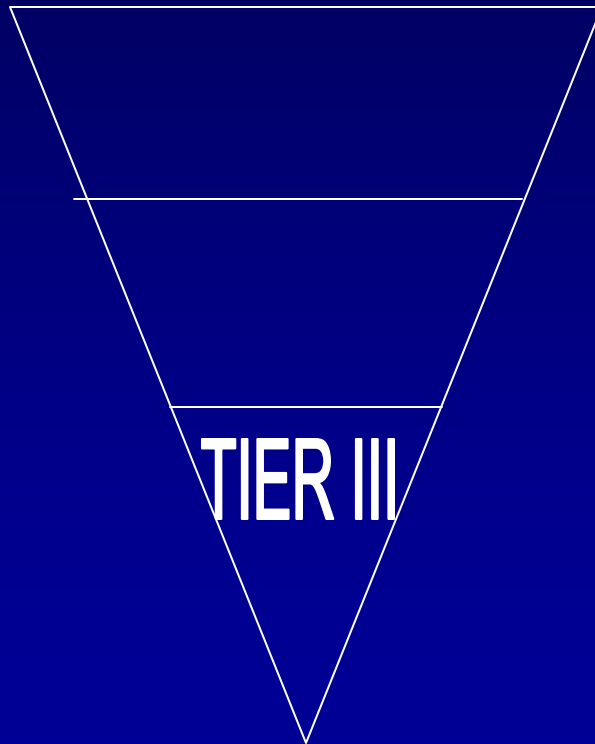
TIER II: Supplemental



- Tier II is small-group supplemental instruction in addition to the time allotted for core (reading) instruction.
- Tier II includes programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier I.



TIER III: Intensive



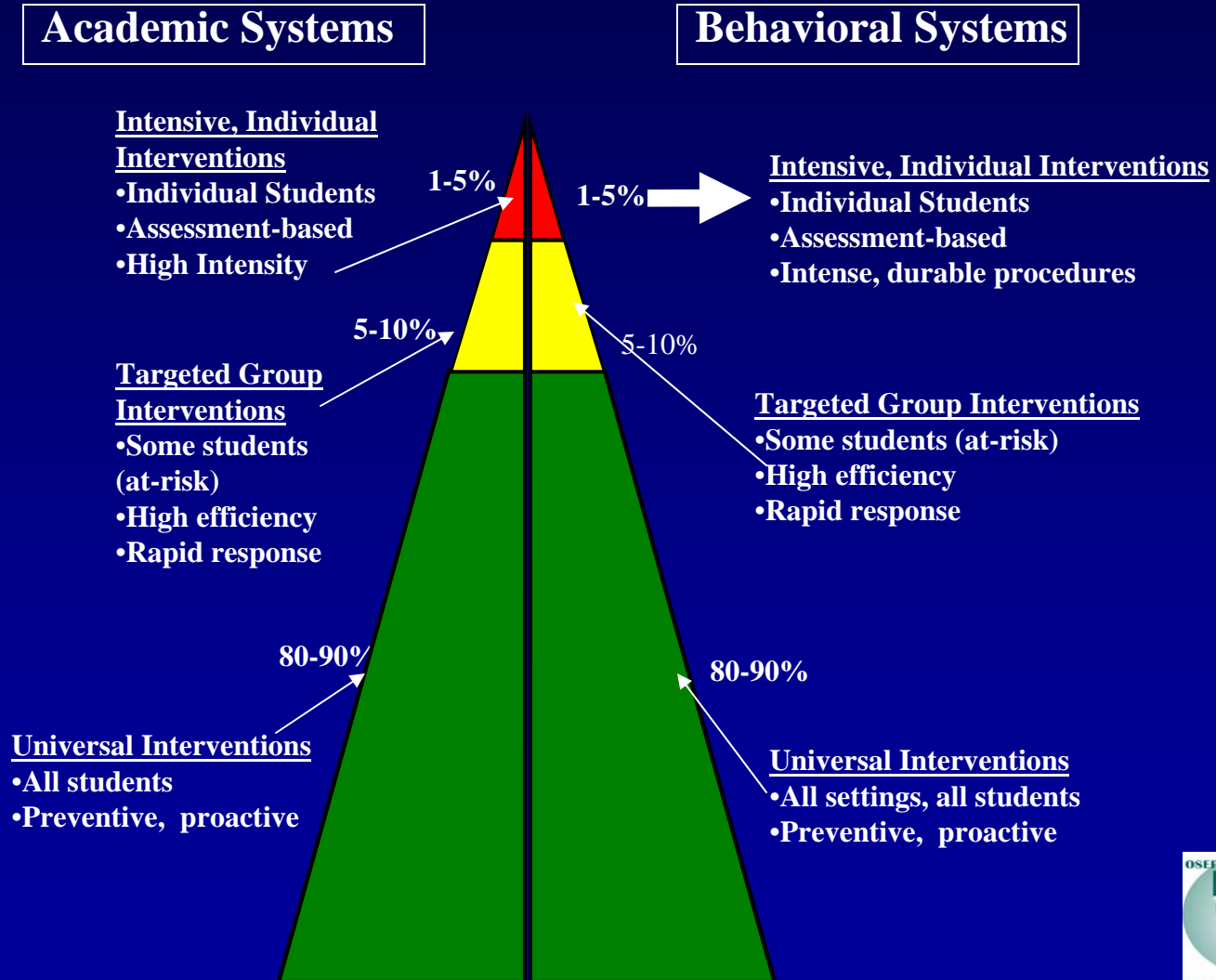
- TIER III is intensive, strategic, supplemental instruction specifically designed and customized small-group or 1:1 (reading) instruction that is extended beyond the time allocated for Tier I and Tier II.

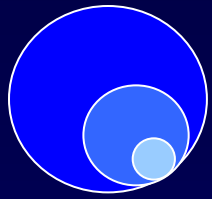
Behavior

Rob Horner

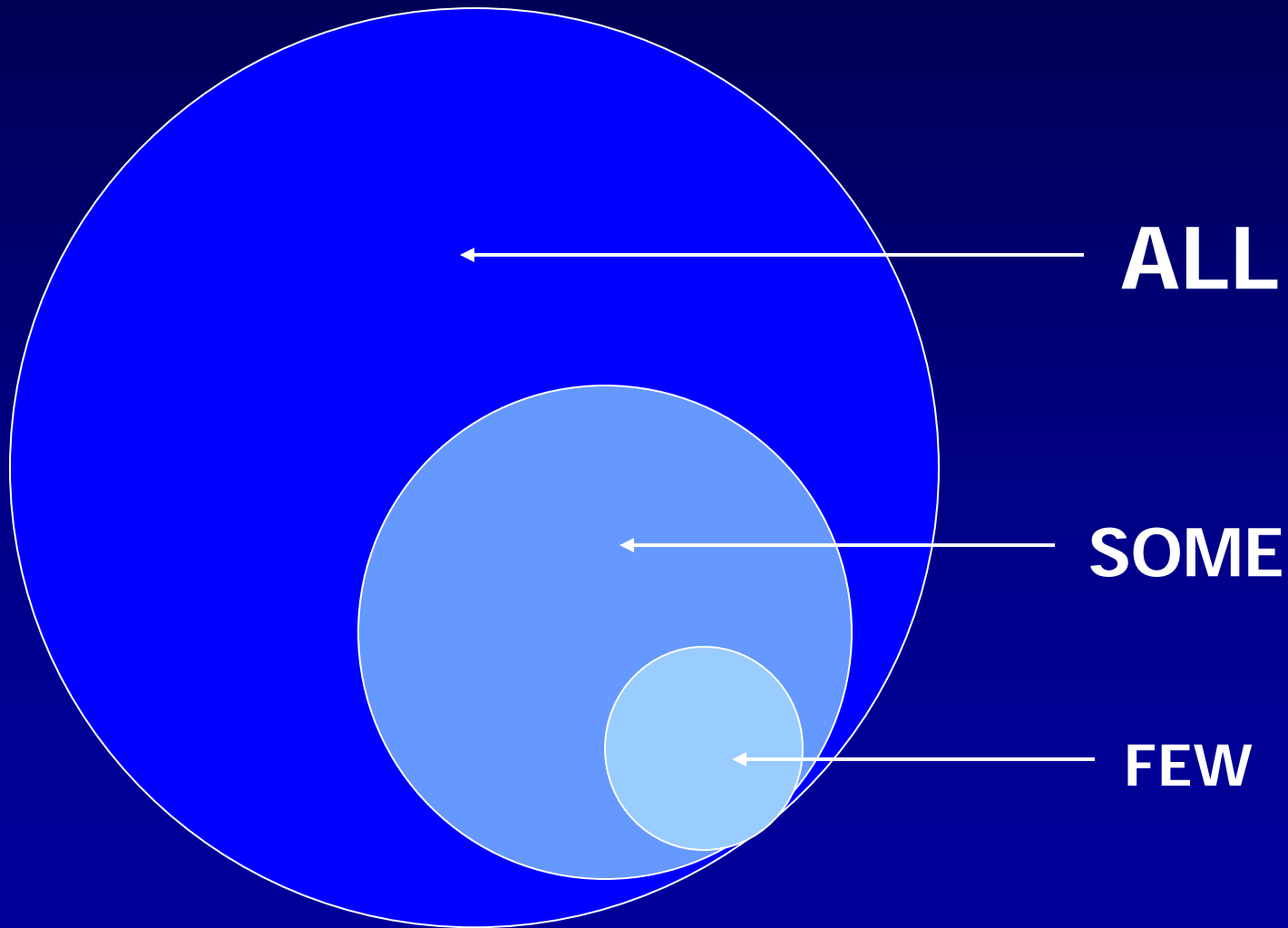
George Sugai

PBIS structure





Instructional Decision Making



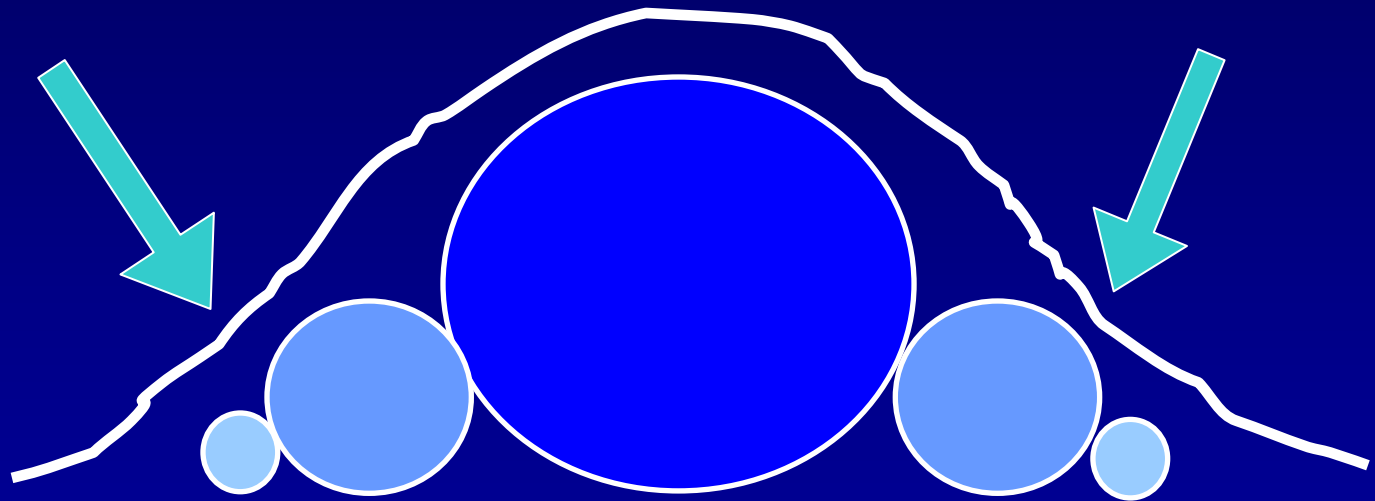


Side view of IDM

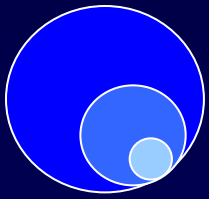
**Struggling
students**

**Grade level
expectation**

**Accelerated
students**



BELL CURVE



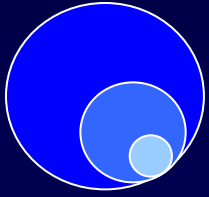
Main Elements

Curriculum

Instruction

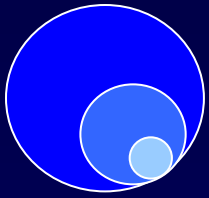
Assessment

System



Curriculum

All students require *curriculum* that is guaranteed, viable, rigorous, and relevant.



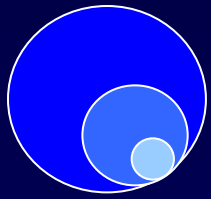
Curriculum

Guaranteed - taught in the way intended

Viable – content sequenced, paced, and adequately addressed in time allowed

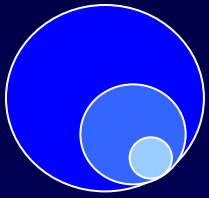
Rigorous- challenges all students

Relevant- connects students to real life



Curriculum

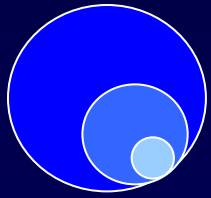
“The IDM process begins with each student having access to, as well as the opportunity to demonstrate mastery of, a guaranteed and viable curriculum which demonstrates rigor and relevance.”



Curriculum

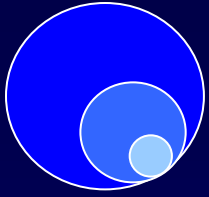
Quality Indicators

- ✓ Guaranteed
- ✓ Viable
- ✓ Implemented with rigor and relevance
- ✓ Evidence based
- ✓ Sufficiently differentiated
- ✓ Reviewed regularly



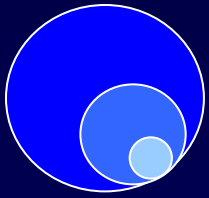
Instruction

To meet the needs of all students, *instructional* practices within the general education setting should include differentiation, appropriate resources, supplemental and intensive instruction, appropriate pacing, and high expectations.



Instruction

- students move from one cycle of instruction to another as indicated by the data
- performance is monitored.
- fluid and flexible process



Instruction

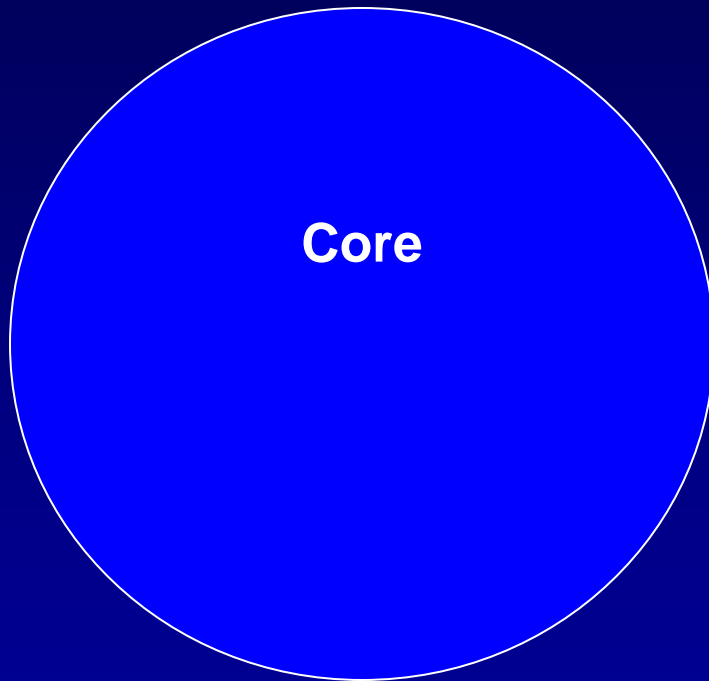
Cycles of instruction

- ✓ Core
- ✓ Supplemental
- ✓ Intensive





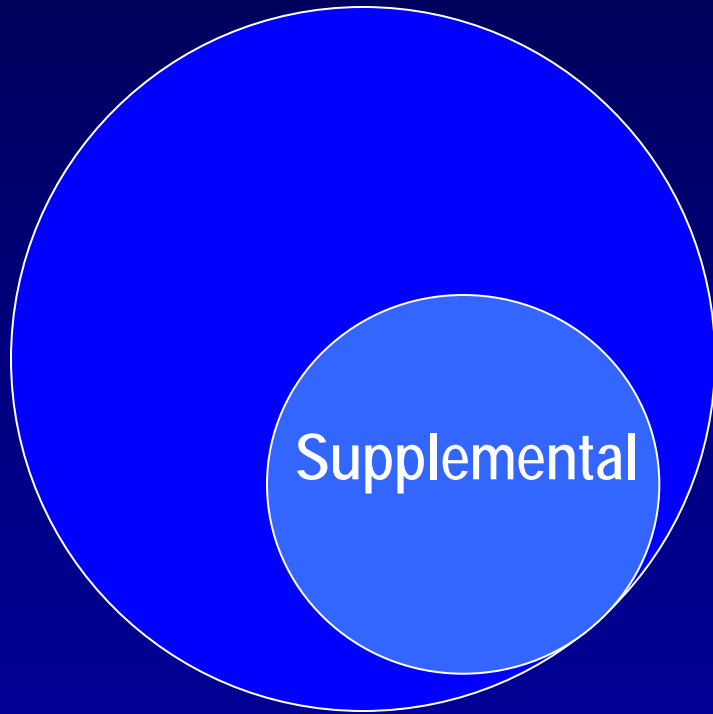
Core instruction



- **The district adopted comprehensive curriculum**
- **Provided for all students**
- **Ongoing data collection and analysis of data -**
- **Research based/evidence based strategies**
- **Positive learning environment**



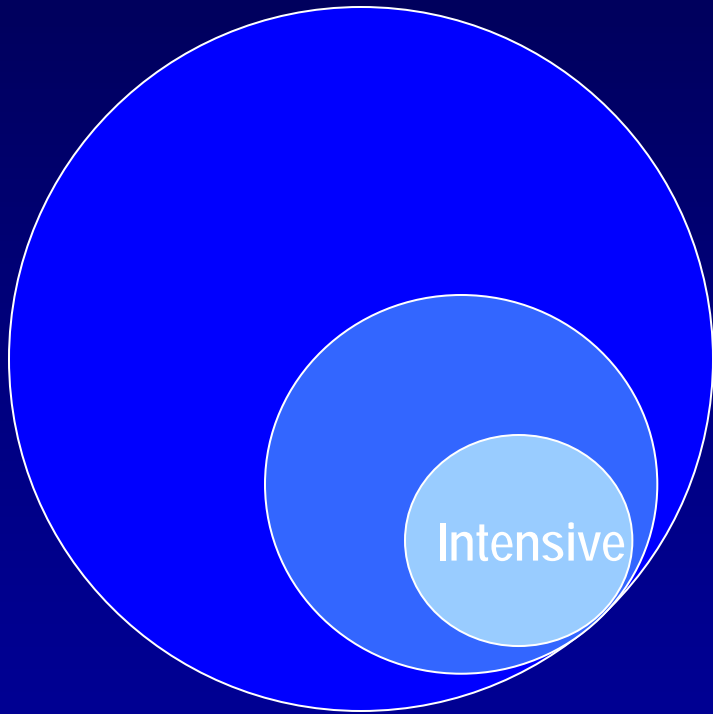
Supplemental instruction



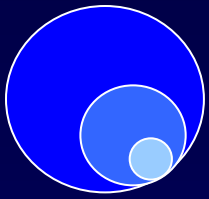
- **Instruction that is available for highly proficient or struggling learners.**
- **Provided to smaller groups of students with similar needs**
- **Research based/evidence based strategies and a positive learning environment**
- **Targeted instruction that extends the core and provides more intensity, immediacy of feedback, and consistency of support in identified area**
- **Continuous data analysis**



Intensive instruction

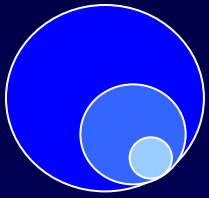


- Instruction that is available for very highly proficient or struggling learners
- Provided to individuals or small groups of students with similar needs
- Research based/evidence based strategies and a positive learning environment
- Provides more time, intensity, practice and immediacy of feedback than within the supplemental cycle
- Continual analysis of data



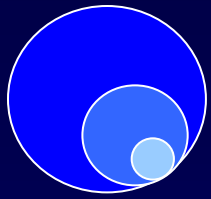
Assessment

Accurate reliable *assessment* data is required to make good instructional decisions.



Assessment

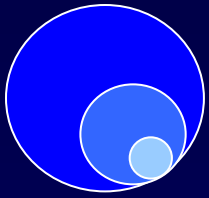
- assessment data are gathered on a regular basis
- each student's response to instruction and curriculum is evaluated in order to make informed instructional decisions



Use of Data to Make Instructional Decisions

- Occurs at many levels:
 - Individual
 - Classroom
 - Building
 - District

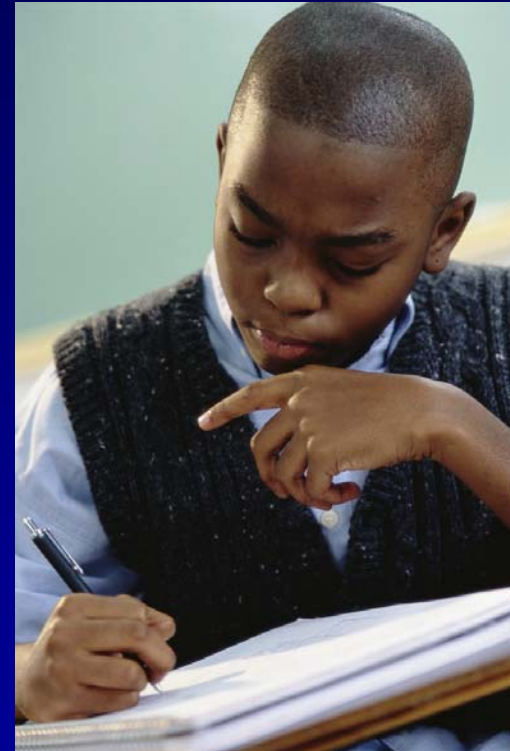




Assessment

Quality Indicators

- ✓ Screening
- ✓ Formative
- ✓ Diagnostic





Screening

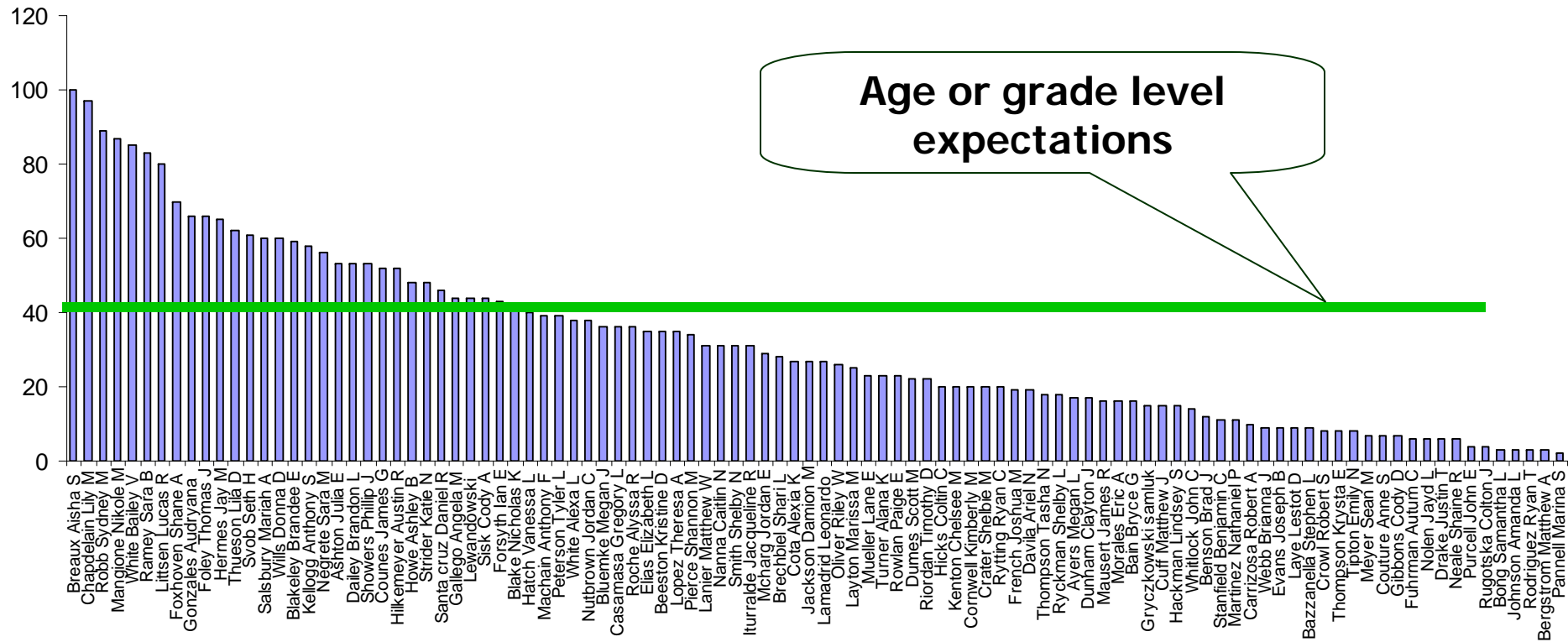


Includes a method of collecting data for the purpose of identifying low and high-performing students at risk for not having their needs met.

- How is each student responding to instruction?
- Is the instruction effective?
- Which students may need additional assessments?

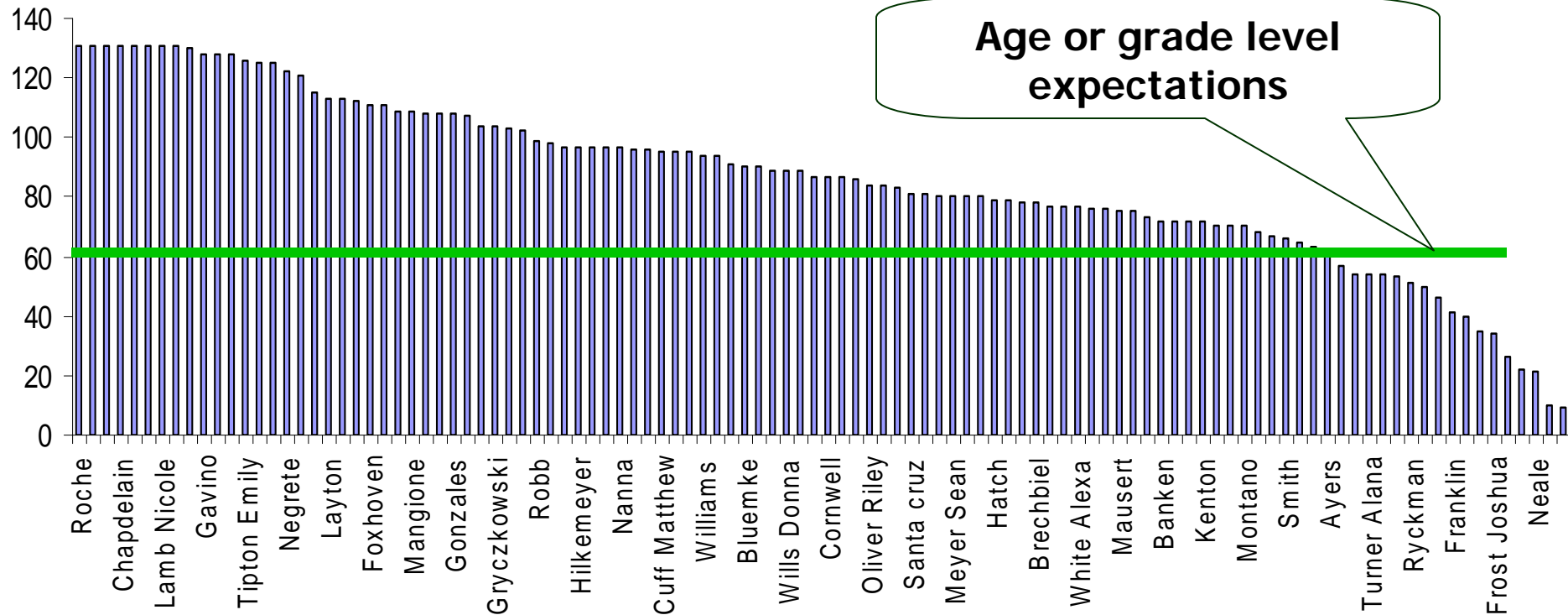


Classroom 1 example





Classroom 2 example





Diagnostic Assessment

Involves gathering information from multiple sources to determine *why* the students are not benefiting from core due to advanced or deficit learning needs

- What are the specific concerns?
- What targeted instruction does the student need?

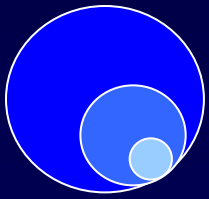


Formative Assessments



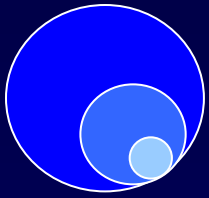
Frequent, ongoing data that guides instruction

- Is the student making progress compared to self, peers and/or standard ?
- What instructional adjustments are needed?



System

“All teaching and learning occurs within a system. *Characteristics of that system can either enhance or detract from the overall success of any educational effort.*”



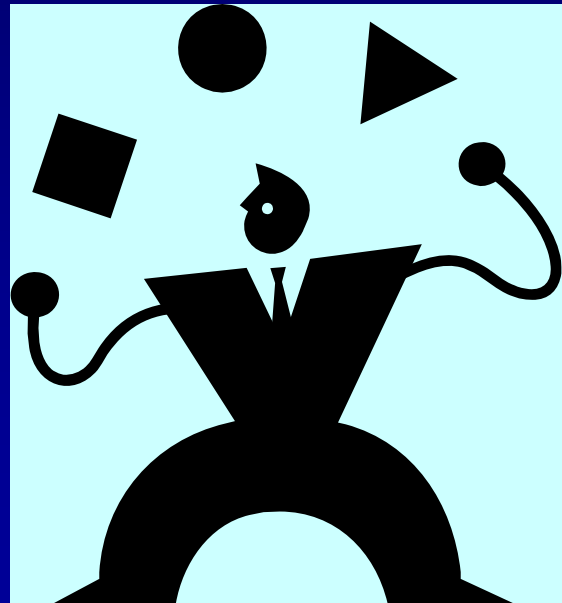
System

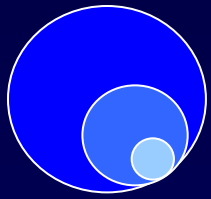
Quality Indicators

- Administrator support and involvement
- Distributed leadership
- Professional Development
- Technical Assistance
- Parental Involvement
- Evaluation



Alignment with other state initiatives

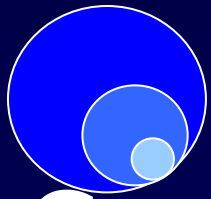




Prof. Development

“The fundamental tenet of the professional development model is that **student need will drive decision making**, and student learning will form the basis on which professional development is judged.”

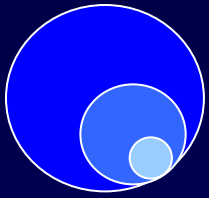
The Iowa Professional Development Model, 2002



CSIP

Constant Conversation Questions

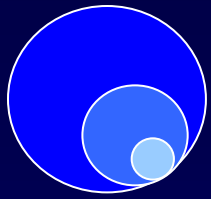
1. What do **data tell us** about our student learning needs?
2. What do/will we do to meet **student learning needs**?
3. How **do/will we know** student learning has **changed**?
4. How will we evaluate our programs and services to ensure **improved student learning**?



SINA

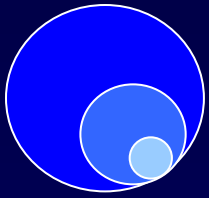
“When the **audit and diagnosis phase** is completed and recognizes the need of the building/district, the IDM model becomes an important part of the **design, implementation and evaluation.**”

-- Lou Howell
DE SINA Lead



Iowa Teaching Standards

- #1 Enhance academic performance
- #2 Content knowledge
- #3 Planning and preparation
- #4 Deliver instruction for multiple learning needs
- #5 Monitor student learning
- #6 Classroom management
- #7 Professional development
- #8 District requirements



Reading First / ECR

“The components of continuous staff development, **continuous assessment of student performance and implementation, and focus on instruction** provide the foundation for school improvement. Without these three components in place, the likelihood of making significant, positive, sustainable changes in student achievement is lessened.”

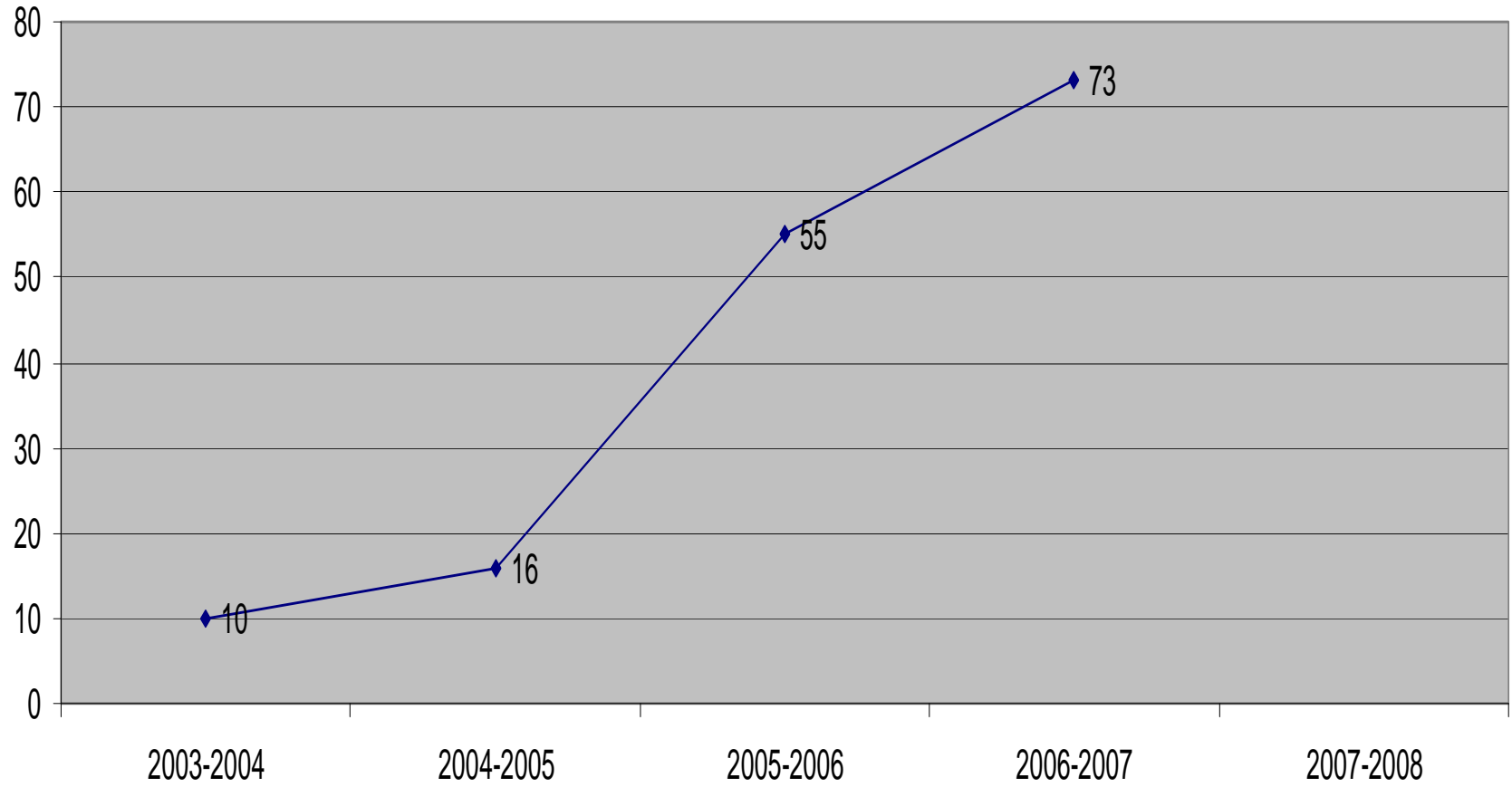
-- ECR document

Where is IDM headed in Iowa?

Where is IDM headed in Iowa?

- Each AEA has a lead team and has committed to move the IDM process forward
- Not every AEA is at the same place
- Teachers (and pre-teachers) need to know how to do this

Growth of IDM sites



Web site information

DE homepage: www.iowa.gov/educate

“Quick Links” box

“A-Z Index” link

IDM link

IDM Document

Instructional Decision Making (IDM)



July 2007

NOTE: This document provides basic IDM terminology, concepts and tools for those who have participated in IDM orientation workshops. This guidebook will not enable school personnel to implement IDM without appropriate training. For further information, contact the IDM lead person at your AEA. You may also contact Dr. Cynthia Knight and/or Eric Neessen at the Department of Education.

Questions and Discussion



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